



## Gray Court-Owings Middle

9210 Hwy. 14

Gray Court, South Carolina

|                       |                    |              |
|-----------------------|--------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School  |              |
| <b>Enrollment</b>     | 209 Students       |              |
| <b>Principal</b>      | Marilyn Ramsey     | 864-876-2171 |
| <b>Superintendent</b> | Edgar C. Taylor    | 864-984-3568 |
| <b>Board Chair</b>    | Rev. Charlie Short | 864-681-3664 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating  |
|-------------|-----------------|----------------|
| <b>2008</b> | <b>Average</b>  | <b>Average</b> |
| 2007        | Average         | At-Risk        |
| 2006        | Average         | Average        |
| 2005        | Average         | Below Average  |
| 2004        | Good            | Good           |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

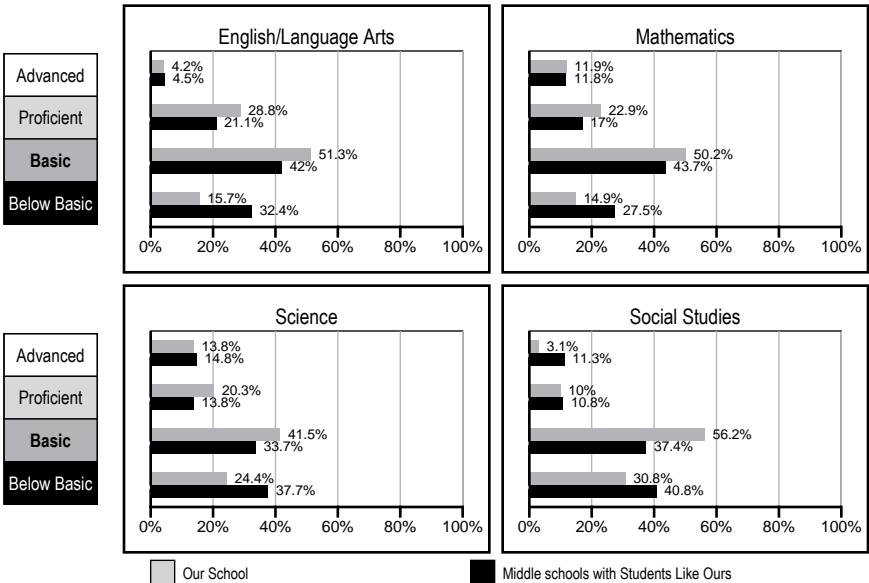
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 8       | 28            | 5       |

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

|             |   |
|-------------|---|
| Advanced    | Exceeded expectations, Very high score, very well prepared to work at next grade level  |
| Proficient  | Met expectations, Well prepared to work at next grade level   |
| Basic       | Met standards, Minimally prepared, can go to next grade level   |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours* |
|---|-------------------|---|
| Algebra 1/Math for the Technologies 2           | 100.0             | 97.0                                    |
| English 1                                       | 0                 | 94.7                                    |
| Physical Science                                | 0                 | 66.7                                    |
| All Subjects                                    | 100.0             | 95.5                                    |

School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=209)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)             | 7.2%       | Up from 5.2%          | 16.1%                                  | 19.4%                |
| Retention rate   | 0.5%       | Down from 1.2%        | 1.7%                                   | 1.8%                 |
| Attendance rate  | 96.6%      | Up from 96.5%         | 95.6%                                  | 95.8%                |
| Eligible for gifted and talented   | 7.0%       | Up from 6.3%          | 13.3%                                  | 15.3%                |
| With disabilities other than speech  | 16.2%      | Up from 10.4%         | 14.3%                                  | 12.9%                |
| Older than usual for grade   | 6.2%       | Up from 3.2%          | 3.4%                                   | 3.0%                 |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0%       | No Change             | 0.6%                                   | 0.7%                 |
| Annual dropout rate  | 0.0%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=15)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 40.0%      | Up from 26.9%         | 52.6%                                  | 55.0%                |
| Continuing contract teachers   | 86.7%      | Up from 65.4%         | 73.3%                                  | 70.6%                |
| Teachers with emergency or provisional certificates                        | 0.0%       | Down from 4.3%        | 5.1%                                   | 5.4%                 |
| Teachers returning from previous year                                      | 66.9%      | Down from 81.6%       | 83.2%                                  | 83.4%                |
| Teacher attendance rate  | 96.9%      | Up from 94.3%         | 94.8%                                  | 94.9%                |
| Average teacher salary   | \$42,798   | Up 4.3%               | \$44,234                               | \$44,706             |
| Professional development days/teacher                                      | 13.1 days  | Down from 17.2 days   | 11.4 days                              | 11.8 days            |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 10.0       | Up from 9.0           | 3.0                                    | 3.0                  |
| Student-teacher ratio in core subjects                                     | 18.6 to 1  | Down from 22.7 to 1   | 19.4 to 1                              | 20.1 to 1            |
| Prime instructional time   | 92.2%      | Up from 90.2%         | 88.9%                                  | 89.3%                |
| Opportunities in the arts  | Good       | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 99.1%      | Down from 100.0%      | 97.8%                                  | 98.0%                |
| Character development program  | Excellent  | No Change             | Good                                   | Good                 |
| Dollars spent per pupil*   | \$6,450    | Up 7.1%               | \$6,918                                | \$7,097              |
| Percent of expenditures for instruction*                                   | 58.2%      | Down from 59.1%       | 65.0%                                  | 64.4%                |
| Percent of expenditures for teacher salaries*                              | 54.7%      | Down from 55.1%       | 61.5%                                  | 59.4%                |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

At Gray Court-Owings Middle School, we have just completed our first year as a middle school. One might say that we “down-sized” and changed our name, but our mission has remained the same: to create a community of learners who are responsible and productive citizens.

We have focused on academic achievement by providing quality instruction in all content areas, by incorporating Thinking Maps into the curriculum, and by providing remediation and enrichment through the use of technology. We have worked to help our students reach their potential and to continuously strive to reach new goals.

Our teachers participated in numerous staff development opportunities. Under the direction of our literacy coach, all teachers were trained to be “literacy leaders.” We implemented school-wide reading and selected Chicken Boy as our first novel to launch the initiative. Also, teachers learned about the benefits of single gender education through professional reading, classroom observations, and workshops. These led to conducting parent surveys, leading a parent night, and experimenting with single gender breakfast and a small class of all boys.

To encourage physical activity for our students, we kicked off a program called Wellness Wednesdays. Students chose to participate in intramurals or walking workouts. This program also allowed teachers to have some additional content-specific planning time. What a fun time for everyone!

Incentives were provided to encourage student attendance. Our Super Bowl competition and March Madness created lots of excitement about the importance of school attendance. Students enjoyed jumping on inflatables, playing volleyball against the teachers, and having Renaissance celebrations as a result of their accomplishments.

Our School Improvement Council (SIC) has provided valuable input and insight. Through Open House, Parent Night, science fair, band/choral performances, and athletic events, parents and the community have had opportunities to become an integral part of our school family. Vulcan Materials, our business partner, continued to support our school throughout the year. We appreciate the way that the parents, teachers, students, and the community have worked together.

We will continue to strive for excellence. Working together everyone achieves more!

Marilyn Ramsey, Principal  
Jenny Abercrombie, SIC Chair

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 17       | 63        | 55       |
| Percent satisfied with learning environment            | 94.1%    | 87.3%     | 79.2%    |
| Percent satisfied with social and physical environment | 94.1%    | 83.9%     | 80.0%    |
| Percent satisfied with school-home relations           | 76.5%    | 95.2%     | 74.5%    |

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key |   |
|------------------------|---|
| NI                     | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI                    | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA                     | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP                     | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R                      | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY                  | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD                   | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

| Teacher Quality and Student Attendance                                  |              |                 |                     |
|---|--------------|-----------------|---------------------|
|   | Our District |                 | State               |
| Classes in low poverty schools not taught by highly qualified teachers  | N/A          |                 | 1.8%                |
| Classes in high poverty schools not taught by highly qualified teachers | 3.6%         |                 | 6.8%                |
|   | Our School   | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers                         | 4.9%         | 0.0%            | No                  |
| Student attendance rate   | 96.6%        | 94.0%           | Yes                 |
| * Or greater than last year   |              |                 |                     |

Abbreviations for Missing Data

**PACT Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |     |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|-----|------|------|------|-----|-----|
| All Students                 | 217 | 100 | 15.7 | 51.3 | 28.8 | 4.2 | 53.9 | 46   | 48.2 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |     |      |      |      |     |     |
| Male                         | 103 | 100 | 23.3 | 58.9 | 17.8 | 0   | 40   | 38.2 | 41.7 | N/A | N/A |
| Female                       | 114 | 100 | 8.9  | 44.6 | 38.6 | 7.9 | 66.3 | 54.5 | 55   | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |     |      |      |      |     |     |
| White                        | 148 | 100 | 13.6 | 50   | 31.1 | 5.3 | 55.3 | 52.6 | 60   | Yes | Yes |
| African American             | 50  | 100 | 18.6 | 62.8 | 18.6 | 0   | 44.2 | 33.6 | 31.7 | Yes | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 70.4 | I/S | I/S |
| Hispanic                     | 18  | 100 | 26.7 | 33.3 | 33.3 | 6.7 | 66.7 | 37.5 | 38.4 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 47   | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |     |      |      |      |     |     |
| Disabled                     | 33  | 100 | 52   | 40   | 8    | 0   | 12   | 13.3 | 16   | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |     |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 38.1 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |     |      |      |      |     |     |
| Limited English Proficient   | 16  | 100 | 30.8 | 30.8 | 30.8 | 7.7 | 69.2 | 35.3 | 36.9 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |     |      |      |      |     |     |
| Subsided meals               | 144 | 100 | 21.5 | 51.2 | 24.8 | 2.5 | 45.5 | 38.4 | 34   | Yes | Yes |

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

|                              |     |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 217 | 100 | 14.7 | 50.3 | 23   | 12   | 50.3 | 41.6 | 45.8 | Yes | Yes |
| <b>Gender</b>                |     |     |      |      |      |      |      |      |      |     |     |
| Male                         | 103 | 100 | 21.1 | 44.4 | 24.4 | 10   | 45.6 | 42.1 | 45.6 | N/A | N/A |
| Female                       | 114 | 100 | 8.9  | 55.4 | 21.8 | 13.9 | 54.5 | 40.9 | 45.9 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |     |      |      |      |      |      |      |      |     |     |
| White                        | 148 | 100 | 12.9 | 52.3 | 20.5 | 14.4 | 55.3 | 48.1 | 59   | Yes | Yes |
| African American             | 50  | 100 | 18.6 | 51.2 | 23.3 | 7    | 32.6 | 26.8 | 26.9 | No  | Yes |
| Asian/Pacific Islander       | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 71.3 | I/S | I/S |
| Hispanic                     | 18  | 100 | 20   | 26.7 | 46.7 | 6.7  | 53.3 | 44.8 | 38.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 46.2 | I/S | I/S |
| <b>Disability Status</b>     |     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 33  | 100 | 56   | 44   | 0    | 0    | 0    | 14.6 | 17.1 | I/S | I/S |
| <b>Migrant Status</b>        |     |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 32.5 | N/A | N/A |
| <b>English Proficiency</b>   |     |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | 16  | 100 | 23.1 | 23.1 | 46.2 | 7.7  | 53.8 | 46   | 38.7 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |     |      |      |      |      |      |      |      |     |     |
| Subsided meals               | 144 | 100 | 20.7 | 53.7 | 16.5 | 9.1  | 38.8 | 34.2 | 31.4 | No  | Yes |

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

|                            |     |     |      |      |      |      |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students               | 140 | 100 | 23.8 | 41.8 | 20.5 | 13.9 | 34.4 | 23.6 | 35.7 | 96.6 | 96   |
| Gender                     |     |     |      |      |      |      |      |      |      |      |      |
| Male                       | 59  | 100 | 25   | 38.5 | 19.2 | 17.3 | 36.5 | 24.6 | 37.4 | 96.5 | 96   |
| Female                     | 81  | 100 | 22.9 | 44.3 | 21.4 | 11.4 | 32.9 | 22.5 | 33.8 | 96.7 | 96   |
| Racial/Ethnic Group        |     |     |      |      |      |      |      |      |      |      |      |
| White                      | 100 | 100 | 21.1 | 38.9 | 23.3 | 16.7 | 40   | 30.9 | 49.2 | 96.2 | 95.8 |
| African American           | 31  | 100 | 30.8 | 53.8 | 7.7  | 7.7  | 15.4 | 10.6 | 17   | 97.4 | 96.2 |
| Asian/Pacific Islander     | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 58   | N/A  | 96.9 |
| Hispanic                   | 9   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 11.2 | 24.9 | 98   | 97   |
| American Indian/Alaskan    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 37.4 | N/A  | 95.6 |
| Disability Status          |     |     |      |      |      |      |      |      |      |      |      |
| Disabled                   | 18  | 100 | 64.3 | 35.7 | 0    | 0    | 0    | 9.7  | 14   | 94.6 | 95.2 |
| Migrant Status             |     |     |      |      |      |      |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 21.9 | N/A  | 93.1 |
| English Proficiency        |     |     |      |      |      |      |      |      |      |      |      |
| Limited English Proficient | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | 12.8 | 24.4 | 97.8 | 97.1 |
| Socio-Economic Status      |     |     |      |      |      |      |      |      |      |      |      |
| Subsidized meals           | 91  | 100 | 29.3 | 44   | 20   | 6.7  | 26.7 | 17.4 | 21.1 | 96.1 | 95.6 |

Social Studies

|                            |     |     |      |      |      |     |      |      |      |      |      |
|----------------------------|-----|-----|------|------|------|-----|------|------|------|------|------|
| All Students               | 142 | 100 | 30.2 | 56.6 | 10.1 | 3.1 | 13.2 | 21.4 | 34   | 96.6 | 96   |
| Gender                     |     |     |      |      |      |     |      |      |      |      |      |
| Male                       | 73  | 100 | 27.3 | 57.6 | 9.1  | 6.1 | 15.2 | 25.6 | 36.6 | 96.5 | 96   |
| Female                     | 69  | 100 | 33.3 | 55.6 | 11.1 | 0   | 11.1 | 16.8 | 31.3 | 96.7 | 96   |
| Racial/Ethnic Group        |     |     |      |      |      |     |      |      |      |      |      |
| White                      | 93  | 100 | 27.9 | 57   | 10.5 | 4.7 | 15.1 | 25.9 | 44.5 | 96.2 | 95.8 |
| African American           | 34  | 100 | 43.3 | 56.7 | 0    | 0   | 0    | 11.9 | 19.1 | 97.4 | 96.2 |
| Asian/Pacific Islander     | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 58.9 | N/A  | 96.9 |
| Hispanic                   | 14  | 100 | 16.7 | 50   | 33.3 | 0   | 33.3 | 17.6 | 27.5 | 98   | 97   |
| American Indian/Alaskan    | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 32.7 | N/A  | 95.6 |
| Disability Status          |     |     |      |      |      |     |      |      |      |      |      |
| Disabled                   | 23  | 100 | 63.2 | 36.8 | 0    | 0   | 0    | 13   | 14.4 | 94.6 | 95.2 |
| Migrant Status             |     |     |      |      |      |     |      |      |      |      |      |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S | I/S  | I/S  | 22.6 | N/A  | 93.1 |
| English Proficiency        |     |     |      |      |      |     |      |      |      |      |      |
| Limited English Proficient | 12  | 100 | 20   | 40   | 40   | 0   | 40   | 18   | 27.3 | 97.8 | 97.1 |
| Socio-Economic Status      |     |     |      |      |      |     |      |      |      |      |      |
| Subsidized meals           | 92  | 100 | 40.7 | 50.6 | 7.4  | 1.2 | 8.6  | 16.4 | 21   | 96.1 | 95.6 |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced* |
|-----------------------|-------|----------------------------------|----------|---------------|---------|--------------|------------|-------------------------------|
| English/Language Arts |       |                                  |          |               |         |              |            |                               |
| 2007                  | 3     | 65                               | 100      | 16.7          | 41.7    | 40           | 1.7        | 41.7                          |
|                       | 4     | 56                               | 100      | 11.8          | 52.9    | 29.4         | 5.9        | 35.3                          |
|                       | 5     | 68                               | 100      | 21.5          | 50.8    | 24.6         | 3.1        | 27.7                          |
|                       | 6     | 68                               | 100      | 11.5          | 54.1    | 31.1         | 3.3        | 34.4                          |
|                       | 7     | 71                               | 100      | 21            | 48.4    | 29           | 1.6        | 30.6                          |
| 2008                  | 8     | 86                               | 100      | 29.5          | 51.3    | 16.7         | 2.6        | 19.2                          |
|                       | 3     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 4     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 5     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 6     | 84                               | 100      | 19.1          | 47.1    | 27.9         | 5.9        | 33.8                          |
| 2008                  | 7     | 65                               | 100      | 13.3          | 55      | 30           | 1.7        | 31.7                          |
|                       | 8     | 68                               | 100      | 14.3          | 52.4    | 28.6         | 4.8        | 33.3                          |
| Mathematics           |       |                                  |          |               |         |              |            |                               |
| 2007                  | 3     | 65                               | 100      | 26.7          | 53.3    | 15           | 5          | 20                            |
|                       | 4     | 56                               | 100      | 21.6          | 39.2    | 31.4         | 7.8        | 39.2                          |
|                       | 5     | 68                               | 100      | 16.9          | 44.6    | 24.6         | 13.8       | 38.5                          |
|                       | 6     | 68                               | 100      | 6.6           | 45.9    | 37.7         | 9.8        | 47.5                          |
|                       | 7     | 71                               | 100      | 14.5          | 41.9    | 24.2         | 19.4       | 43.5                          |
| 2008                  | 8     | 86                               | 100      | 21.8          | 55.1    | 16.7         | 6.4        | 23.1                          |
|                       | 3     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 4     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 5     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 6     | 84                               | 100      | 16.2          | 44.1    | 19.1         | 20.6       | 39.7                          |
| 2008                  | 7     | 65                               | 100      | 11.7          | 56.7    | 21.7         | 10         | 31.7                          |
|                       | 8     | 68                               | 100      | 15.9          | 50.8    | 28.6         | 4.8        | 33.3                          |
| Science               |       |                                  |          |               |         |              |            |                               |
| 2007                  | 3     | 31                               | 100      | 39.3          | 39.3    | 21.4         | 0          | 21.4                          |
|                       | 4     | 56                               | 100      | 31.4          | 41.2    | 19.6         | 7.8        | 27.5                          |
|                       | 5     | 34                               | 100      | 46.9          | 25      | 15.6         | 12.5       | 28.1                          |
|                       | 6     | 35                               | 100      | 21.9          | 56.3    | 9.4          | 12.5       | 21.9                          |
|                       | 7     | 71                               | 100      | 21            | 54.8    | 14.5         | 9.7        | 24.2                          |
| 2008                  | 8     | 43                               | 100      | 31.6          | 42.1    | 23.7         | 2.6        | 26.3                          |
|                       | 3     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 4     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 5     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 6     | 42                               | 100      | 33.3          | 27.3    | 21.2         | 18.2       | 39.4                          |
| 2008                  | 7     | 65                               | 100      | 16.7          | 53.3    | 20           | 10         | 30                            |
|                       | 8     | 33                               | 100      | 27.6          | 34.5    | 20.7         | 17.2       | 37.9                          |
| Social Studies        |       |                                  |          |               |         |              |            |                               |
| 2007                  | 3     | 34                               | 100      | 18.8          | 46.9    | 18.8         | 15.6       | 34.4                          |
|                       | 4     | 56                               | 100      | 23.5          | 49      | 19.6         | 7.8        | 27.5                          |
|                       | 5     | 34                               | 100      | 45.5          | 54.5    | 0            | 0          | 0                             |
|                       | 6     | 33                               | 100      | 17.2          | 55.2    | 20.7         | 6.9        | 27.6                          |
|                       | 7     | 71                               | 100      | 45.2          | 38.7    | 8.1          | 8.1        | 16.1                          |
| 2008                  | 8     | 43                               | 100      | 32.5          | 55      | 10           | 2.5        | 12.5                          |
|                       | 3     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 4     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 5     | N/A                              | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                           |
|                       | 6     | 42                               | 100      | 20            | 60      | 17.1         | 2.9        | 20                            |
| 2008                  | 7     | 65                               | 100      | 36.7          | 53.3    | 5            | 5          | 10                            |
|                       | 8     | 35                               | 100      | 29.4          | 58.8    | 11.8         | 0          | 11.8                          |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample